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# Newsletter

GRADUATE SCHOOL ★ USDA

May 16, 1958

To the Faculty, Committee Members and  
others associated with the Graduate School:

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June 2 - 7

Registration for the summer term

June 9 - 13

First week of classes

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## SHORT COURSES

If someone you know is starting to college this fall or having trouble keeping up in school, you may wish to recommend a short course we are inaugurating this summer -- "How to Increase Your Learning Efficiency."

Beginning June 10, the class will meet Tuesday and Thursday evenings from 6:10 to 8:00 for four weeks. It will be taught by James A. Saunders, well known to many Graduate School students who have taken his courses in General Semantics.

A second short course on our roster is "Great Issues in Politics." These will include the development of nuclear energy and its consequences and the opening of the space age as well as the economic well being of the country and problems of foreign aid and trade.

The instructor, Charles S. Sheldon II, senior specialist in the Legislative Reference Service, Library of Congress, and assistant director of the House Committee on Astronautics and Space Exploration, works close to the scene of policy making on Capitol Hill. This class will meet on Monday and Wednesday evenings.

"American Art," the third of the short courses, will be given by Hugh T. Broadley, lecturer at the National Gallery of Art. The illustrated lectures will consider American art in historical periods beginning with that of the Indians before the discovery of the New World and continuing through the twentieth century. This class will also meet on Monday and Wednesday evenings.

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Another innovation in the 1958 summer session is a course in the systematic botany of local flora to be taught by Richard S. Cowan of the Smithsonian Institution. Dr. Cowan has recently come to Washington from the New York Botanical Garden where he taught a popular course about the wild flowers of that area. This course will extend through the 10-week session.

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#### DINNER-SEMINARS

Dean Bernice B. Cronkhite's talk on "What Constitutes a Good Classroom Lecture" supported her thesis that "the quality of the lecture is determined by the character of the teacher."

By her criteria, the good teacher, "knows her subject, has never stopped studying it, is eager to share knowledge, and is thoughtful of her hearers." She talks in terms the student can understand and says what her listeners think she says."

Good teaching, Dean Cronkhite says, "shows students distant goals. In a sense, good teaching cannot be taught for it is essentially a flaming and outgoing of the spirit. But it is possible for those who have succeeded as teachers to offer some guidance to those who have a capacity for teaching."

Members of the faculty who attended the lecture-seminar received, as a gift of the Graduate School, copies of A HANDBOOK FOR COLLEGE TEACHERS. This is made up of a series of lectures given in the Radcliffe Graduate School by successful teachers at Harvard and Radcliffe. Dean Cronkhite edited the lectures and wrote the introduction.

We have copies of this handbook for every teacher on our faculty. If you didn't get your copy at the dinner, please pick it up at the Graduate School office, or request that a copy be sent to you.

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The Registrar, Constance Coblenz, attended the annual meeting of the American Association of Collegiate Registrars and Admissions Officers in Cincinnati during the week of April 21. She reports that the greatest impact made upon her by the sessions was the consciousness revealed among the participants of the impending crisis in college and university education in the United States. She found the participants at the meetings alert to creative ideas for resolving the dilemma. The speakers and the research described at the meetings gave hope that the problem, while serious, was not as grave as had been estimated. American youth in the decades to come will not suffer from lack of educational facilities once the American people are forewarned, as they will be, of the situation. Above all, the tight schedule of the five days made this an extremely hard working and intensely absorbed group of American educators.

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Few high school or college students learn mathematics. Even if their grades have been good, most will have forgotten all mathematics beyond fractions, decimals, and percentages six weeks or so after they pass the last math test in their final course. Only "a handful of 'naturals' who would have learned it anyway learn mathematics."

So argues Peter F. Drucker in the April issue of HARPER'S in an account of a new plan -- the Beberman program -- for teaching high school mathematics.

We were reminded of the article when we heard Milton Hanson's discussion of the learning process at our faculty-lecture-seminar, April 18. For Mr. Hanson cited a number of findings that show the learner gets only a part of the information the teacher offers.

For example, "About a third of your class gets what you want them to hear."

"Eighty-five percent of what we learn is through the eyes. Ten per cent is through the ears. We hear what we want to hear."

"The individual remembers only 10 percent of what he reads...but 90 percent of what he says and does."

Mr. Hanson, who is training director at Abbott Laboratories, uses findings in general semantics and group dynamics as guides in training programs in industry. And he shared some of his experiences and ideas that have succeeded in the two lectures at which he was our guest speaker.

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Hearing Horace M. Kallen's philosophic lecture on "Education, the Job, and the Man," we were reminded how much the thinking of John Dewey and Dr. Kallen and others who have elaborated on Dewey's philosophy have influenced programs such as our own in the Graduate School and how these programs can serve only a part of the function of education.

For, as Dr. Kallen reminded us, the function of education is to involve the whole man...to liberate and diversify his powers. A basic tenet of the philosophy is that learning is living, that it is the struggle of the individual to preserve himself through change, and that it goes on through life.

Intelligence begins with doubt and grows through inquiry, selection, and testing. The role of the teacher is to facilitate this on-going process.

The image of the educated man that Dr. Kallen held up to us is the man of science, who is primarily a curious man, who searches out causes, who invites criticism, who constantly re-tests his conclusions, who learns from his rivals, and who -- with other men of science -- forms a coherent society in terms of its freedom.

The question, implicit in his lecture, was to what extent is it possible to generate a scientific attitude toward every phase of mankind's activities so that every worker is motivated by the curiosity that makes science an on-going adventure.

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It appears that a new Internal Revenue Service ruling, designed to permit school teachers to deduct the costs of night and summer school courses from income subject to Federal taxation, will also provide tax relief for Civil Service workers and others taking part-time courses to improve their professional competence.

Under the regulations, expenditures for education are deductible if undertaken "primarily for the purpose" of (1) maintaining or improving skills required



by a taxpayer in his employment or other trade or business, or (2) meeting the express requirements imposed as a condition to the retention of salary, status, or employment.

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In the fall semester, some of you will have students who are participants in the Civil Service Commission internship program designed to train promising employees for higher executive responsibilities. We are providing a one-course scholarship for each participant. Similar scholarships are also being offered by George Washington and American Universities.

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We have noted, in previous issues of the Newsletter, that the Graduate School has students in many countries. They are employees of the Department of State, including the International Cooperation Administration, and the U. S. Information Agency who are enrolled in our correspondence program. One of our teachers is also living abroad. James M. Pickens, who since 1944 has taught the correspondence course in Report Writing, writes us from Besancon (Doubs) France that he will be there for the summer.

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We note, in a recent issue of the Information Bulletin of the Library of Congress, that John Sherrod, who has recently joined our faculty and will give a course in Information Practice in Science and Technology, has had a number of articles published during the past year on phases of his work as Chief of the Science and Technology Division of the Library. The publications in which his articles appeared include the December 1957 and March 1958 issues of Better Roads, the October 1957 and January 1958 issues of the Bulletin of the American Meteorological Society, and the October 1957 issue of Transactions, American Geophysical Union.

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Joseph Spies, a former student of the Graduate School and a member of the Photographic Round Table for several years, is the author of an attractive new book, "Cats and How I Photograph Them," published by Thomas Y. Crowell. Copies of the book can be obtained from Dr. Spies, who is a chemist in the Agricultural Research Service of USDA.

Sincerely,



I. Roy Reid  
Director